DOCUMENT RESUME

ED 200 982 CS 206 253

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TITLE The High School Writing Lab: The Composition Teacher's Survival Kit.
PUB DATE Apr 81
NOTE 32p.; Paper presented at the Spring Meeting of the Indiana Council of Teachers of English (Indianapolis, IN, April 24-25. 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Diagnostic Teaching; High Schools; *Individualized Instruction; *Learning Laboratories; Remedial Instruction; Teaching Methods; *Writing Instruction; *Writing Research; *Writing Skills
IDENTIFIERS *Writing Laboratories

ABSTRACT

Noting that writing laboratories at the high school level are gaining more attention as high school personnel learn to adapt successful college programs to their own needs, this paper provides information about a laboratory program that was designed to offer tenth through twelfth grade students individualized instruction both to remediate writing deficiencies and to present instruction in sophisticated writing skills. The various sections of the paper offer the following: (1) background information, (2) program objectives, (3) laboratory activities, (4) a description of the physical features of the laboratory (with an accompanying floor plan), (5) a list of procedures for using the laboratory, (6) a discussion of the evaluation procedures used, (7) a copy of a survey form administered to students using the lab, and (8) conclusions from the evaluation. Copies of forms used in the laboratory program are also included in the paper. (HKM)

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THE HIGH SCHOOL WRITING LAB

THE COMPOSITION TEACHER'S SURVIVAL KIT

by

Sharon Sorenson

INTRODUCTION

As high school English teachers, we've all been there: the composition class with 25 or 30--or even more--less-than-eager students; two such classes each day--or even three, or four, or, heaven forbid, five! And we feel we must assign writings at least once each week: 150 compositions to red-ink, twenty-five hours beyond the fourty-hour week--if you dash through them in ten minutes each. (There's a joke there somewhere.) Then our students give those papers the usual cursory check--for the grade--and toss them. Next paper, same mistakes.

We know we need to individualize. We need to sit down with Tom to explain what a comma splice is and how to avoid it. We need to sit down with Belinda and talk about what would make her supporting details concrete. We need to sit down with Gwen to show her the difference between restrictive and nonrestrictive elements. We need to sit down with Mark to help him understand why so many of the word groups in his paper are fragments. We learned that in methods classes. That was theory. This is real life. It's called survival.

There's a survival kit at hand to help lessen the hazzards of teaching high school composition. It's no panacea; don't misunderstand. But it works. It's called a Writing Lab.

BACKGROUND

High school students, even those who earn high scores on standardized English tests, often fail to communicate effectively in writing. The National

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Assessment of Educational Progress report, which found serious deficiencies in student writing, has led to national concern about the condition of student writing and has resulted in a number of state legislatures establishing various approaches to competency assessment. Indiana's Comprehensive Assessment and Program Planning System (CAPPS) is one such approach that addresses itself to this concern.

Locally, the Central High School (Evansville, Indiana) English Department staff shares the concern for assessing writing competency and for remediating writing deficiencies. Research proves that one-on-one attention in matters of composition results in rapid improvement of writing proficiency. Because of class size, however, composition teachers find it impossible to give one-on-one attention. Consequently, the composition teachers are frustrated by work overload and by the realization that they are not meeting individual needs. More importantly, the students suffer from lack of individual attention. A self-contained writing laboratory, funded by a Title IV-C Innovative Education federal grant, allows for one-on-one attention for every composition student in grades 10-12 at Central High School. The project provides enrichment as well as remediation in composition classes. In addition, it provides remediation required by the CAPPS program.

Central High School's test results support the NAEP report that "the 'have's' are doing as well as they ever did. The 'have-not's' are doing worse. This means there is a greater polarization of abilities." According to The 75th Yearbook of the National Society for the Study of Education, "Some children learn the same material at different rates than others. Some learn more easily with one type of material or method of teaching, while others do better with a different form of task or presentation. If rate, task, material, and teaching

method are the same for all of the pupils in a classroom, many of them will not be learning. . . . The obvious remedy, in principle, is individualization of instruction. . . ." Researchers such as Muriel Harris, Purdue University Writing Laboratory Director, prove that composition students who receive one-to-one attention show rapid gains in improvement of writing skills. "The Report on the Kates Survey of College Freshman Composition Writing Skills: Sixteen First-Semester English Composition Classes from Eleven Community Colleges and Universities," ERIC, ED 077-498, June, 1973, established the "superiority of humanized curriculum, in particular individualized instruction." The high school writing laboratory project is based on the results of the "Kates Survey." Students who participated in the Kates approach had a mean achievement in one semester of 2.3 stanines at a probability level of 99.999%.

MATRIX

The Writing Lab project was set up according to the following matrix:

Objective

We will establish a writing laboratory which will provide composition students in grades 10-12 with individualized instruction on a one-to-one basis either to remediate writing deficiencies or to present enrichment instruction in sophisticated writing skills.

Upon completion of project activities, 80% of the composition students at Central High School in grades 10-12 who have received one-on-one remediation or enrichment instruction will show improvement in individually identified areas of need.

Summative Evaluation

At the beginning of the nine-week period, the writing laboratory director or the aide will administer The Purdue High School English Test, Form 1 (Houghton Mifflin Co.), to all students enrolled in phase-elective composition classes, grades 10-12. The Purdue High School English Test has as its primary purpose "to sample the knowledge of 'good English' possessed by high school students (grades 9 through 12) and college freshmen." The test measures grammar, punctuation, effective expression, vocabulary, and spelling. Norms are given for all parts of the test, both separately and totally, based according to sex and grade. The stanine scale (ranging from 1 to 9) has 5 as its mean with a standard deviation of 2. In a systematic sample of 400 students in the norm group, the interform reliability of the total test scores was .92.

At the conclusion of the nine-week period, the writing laboratory director or the aide will administer The Purdue High School English Test, Form 2, to all students enrolled in phase-elective composition classes, grades 10-12.

Tests, both Forms 1 and 2, will be computer scored and scores indicated by percentile. Analysis of comparative percentile averages will yield project results.

To show that project activities, not other variables, produced the project results, a control group from another high school in the corporation with a similar phase-elective English curriculum will follow the same testing procedures.

Activities

All students enrolled in grades 10-12 at Central High School shall have the opportunity for individualized instruction from the writing laboratory director or the aide.

The laboratory will be established in a self-contained classroom, open during the five periods during which composition classes are scheduled, staffed by a writing laboratory director and an aide.

In-service training will be provided to familiarize all composition teachers with the laboratory, its materials, its services, and its procedures.

In-service sessions will enable teachers to develop materials needed to meet special needs of their students.

Students will be sent to the writing laboratory by means of composition teacher referral to work in established areas of need, such areas determined on the basis of student writing.

Individualized materials, both commercial and teacher-prepared, will be provided to deal with major area of writing skills needs: organization, development, transition, diction, punctuation, mechanics, vocabulary, etc.

After the satisfactory completion of materials designed to meet their needs, students will return to the composition classroom.

Further remediation and/or enrichment will follow the above procedure, each student moving as far as his rate of progress will allow.

Formative Evaluation

The composition teachers' observations will enable them to complete referrals for their students' work in the laboratory.

Diagnostic tests will be used to help determine student need. The tests will be informal evaluations which check only designated areas of specific need.

Referral forms will translate student need from the composition classroom to the writing laboratory.

Individualized materials, both commercial and teacher-designed, will be available to meet individualized needs in the laboratory.

After the student completes a set of individualized materials, the writing laboratory director or the aide will give the student and his teacher immediate feedback about progress made.

Records will be kept in the writing laboratory for every student and will include The Purdue High School English Test percentiles, composition teacher referral forms, diagnostic test results, and individual student work completed.

At the end of each nine-week period, classroom composition teachers will be surveyed so that they may make suggestions to improve the writing laboratory approach, services, or materials.

Student surveys will be taken to aid the writing laboratory director to evaluate the need for additional materials and/or alternative approaches.

PHYSICAL FEATURES OF THE WRITING LAB

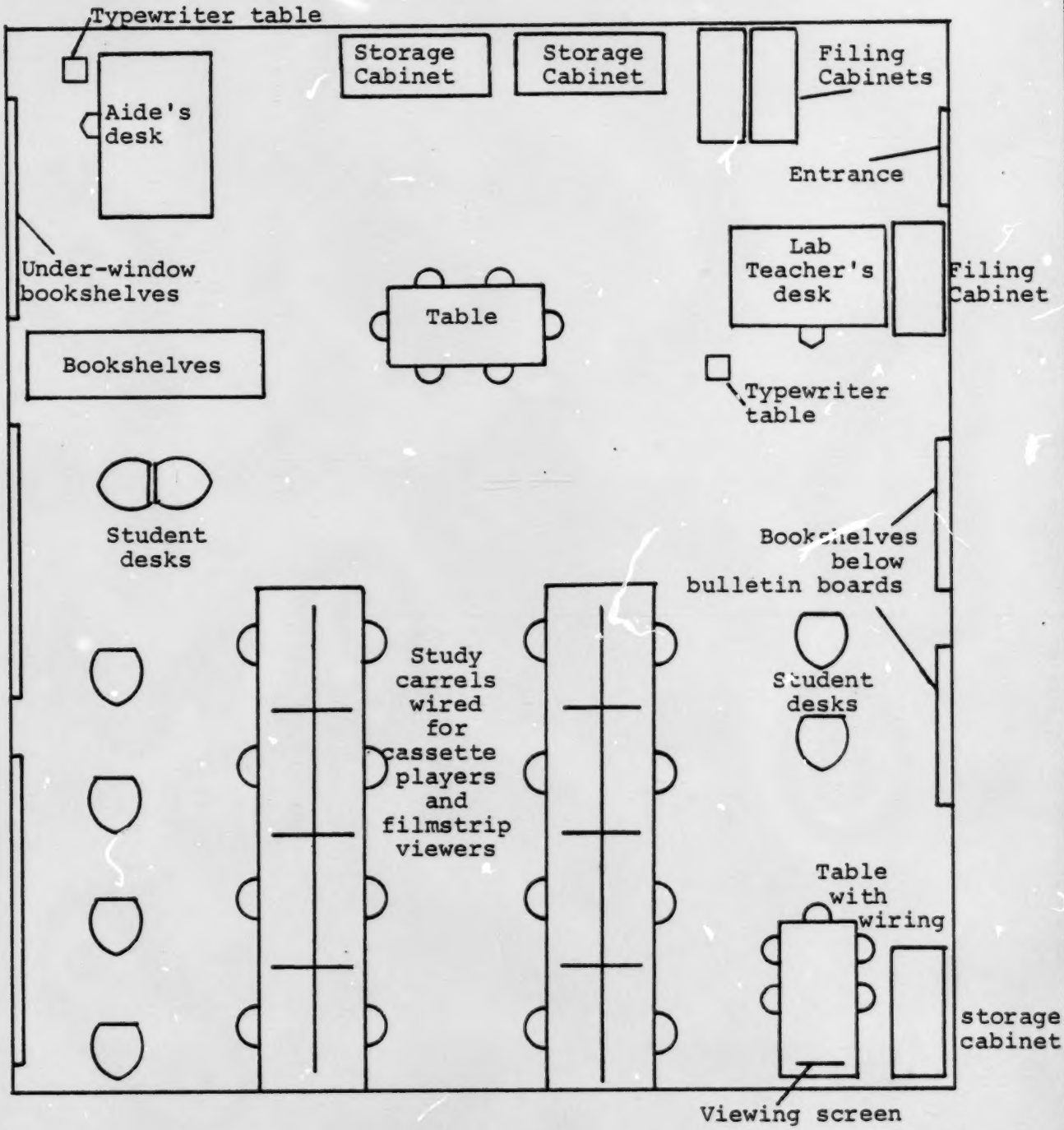
The Writing Lab is a self-contained classroom equipped with study carrels and student desks, teacher's desk, aide's desk, tables for small group work, and ample storage cabinets and bookshelves. The study carrels are wired to accommodate cassette tape players equipped with headphones; some also accommodate

filmstrip previewers. One table, equipped with a portable viewing screen, is wired to allow the simultaneous use of a carousel projector and cassette player or phonograph. A jack hooked into the cassette player can allow as many as eight students to don headphones, concentrate on a small-group lesson, and work without distracting anyone else working in the room, even at the next desk. The materials the students use are both commercial and teacher-prepared, many in the form of audio-tutorial programs with booklets or study guides.

The accompanying floor plan diagrams our Lab's physical features.

A HIGH SCHOOL

WRITING LAB FLOOR PLAN



WRITING LAB PROCEDURES

Guidelines for the use of the Writing Lab were established in the following set of procedures:

1. All phase-elective composition students will take The Purdue High School English Test, Form 1, at the beginning of the nine-weeks course. Writing Lab personnel will administer the test to the class at the teacher's convenience. Teachers should schedule the testing on the master calendar in the lab.

2. A composition teacher may bring his entire class for an orientation visit to the Writing Lab. He should schedule the visit on the master claendar.

3. The classroom teacher's goal should be to send each composition student to the Lab after each graded writing. The Lab facilities should solve his major problem prior to his writing again. Likewise, the Lab facilities should provide enrichment for those students who show no major problems.

4. To send composition students to the Lab, the teacher will sign the master calendar and indicate the number of students he will send. (The Writing Lab limits students to 16-18 per period.)

5. The teacher will complete a Diagnostic Sheet for each student each time the student comes to the Lab. Only one or two related problems should be indicated on each sheet.

6. Completed Diagnostic Sheets should be in the Writing Lab by the beginning of seventh period the day prior to the students' visits.

7. When the student enters the Writing Lab, he will record his name, his teacher's name, and the date on a Performance Report form.

8. After the student's visit, the teacher will receive the completed Performance Report form (a carbon copy of the Student Record form filed in the

Lab) indicating what the student did and what further recommendations the Writing Lab may have. The Lab personnel will make every effort to have this form to the teacher prior to the next class meeting.

9. The Writing Lab will maintain a complete record of students' test scores, diagnostic sheets, and participation records.

10. Ideally the teacher's evaluation of the student's next writing should acknowledge any improvement in the skills he worked on in the Writing Lab.

11. If a teacher does not indicate a recurrence of a problem on the Diagnostic Sheet, the Writing Lab will assume the student no longer needs remediation in that area.

12. Writing Lab personnel will administer The Purdue High School English Test, Form 2, at the end of all nine-week composition classes. Teachers should sign up on the master calendar.

On the following pages are sample copies of the Diagnostic Sheet, the Student Record, and the Performance Record.

DIAGNOSTIC SHEET

SPELLING

___ Homonyms
___ Vowels
___ Consonants
___ Plural noun form
___ Possessive noun form
___ Other:_____

PUNCTUATION

___ End marks
___ Comma splice
___ Fused or run-on
___ Commas (in general)
___ Introductory elements
___ Non-essential elements
___ Apostrophe
___ Colon
___ Semicolon
___ Quotation marks
___ Other:_____

SENTENCE STRUCTURE

___ Fragments
___ Parallelism
___ Dangling modifiers
___ Misplaced modifiers
___ Sentence Variety/patterns
___ Other:_____

CAPITALIZATION

_____

USAGE

___ Subject-verb agreement
___ Verb form
___ Inconsistent verb tense
___ Pronoun - antecedent agreement
___ Pronoun form
___ Vague pronoun reference
___ Plural noun form
___ Possessive noun form
___ Comparative or superlative adjective or adverb
___ Adjective-adverb confusion
___ A/an confusion
___ Other:_____

DICTION

___ History of language
___ Cliches
___ Inappropriate or mixed levels of diction
___ Inappropriate word choice
___ Passive voice
___ Weak/linking verbs
___ Imaginative expression
___ Second person point of view
___ Vocabulary improvement
___ Other:_____

NAME:_____
(Last) (First)

DATE:_____ TEACHER:_____

COURSE:_____ PERIOD:_____

PARAGRAPHS

___ Topic sentence
___ Methods of development
___ Support/Specific details
___ Unity
___ Transition and coherence
___ Conclusion
___ Other:_____

ORGANIZATION AND THEME DEVELOPMENT

___ Lack of thesis
___ Methods of development
___ Outlining
___ Lack of support/specific details
___ Emphasis/arrangement of details
___ Lack of adequate or logical development
___ Transitions between paragraphs
___ Inconsistent point of view
___ Introduction or conclusion weakness
___ Lack of audience awareness
___ Other:_____

RESOURCE SKILLS

___ Dictionary use
___ Thesaurus use
___ Reader's Guide use
___ Card Catalog use
___ Reference section use
___ Documentation
___ Note taking
___ Other:_____

STUDENT RECORD

PURDUE TEST RAW SCORES

Form 1		Form 2	
Part 1		Part 1	
Part 2		Part 2	
Part 3		Part 3	
Part 4		Part 4	
Part 5		Part 5	

NAME _____
(Last) (First)

Test Score 1. _____

2. _____

Date	Teacher/Course	Problems encountered	Problems worked on and materials used	Specific recommendations for work during next appt.

PERFORMANCE REPORT

Student_____

Teacher_____

Date_____

Problems worked on and materials used	Specific recommendations for work during next appt.

EVALUATION

In an effort to establish whether or not the Writing Lab yielded successful results, the following evaluation design was put into effect:

Description of Evaluating Design

The evaluation design consisted of three parts.

Part 1: At the conclusion of each nine-weeks period, outside objective readers read analytically all students' final writings. Readings were made on basis of identified problems dealt with in the Writing Lab.

Part 2: All composition students at Central High School and at a control school (Bosse High School) took The Purdue High School English Test, Forms 1 and 2, Form 1 as the pre-test and Form 2 as the post-test. Such testing permitted Writing Lab personnel to do both a pre- and post-test comparison as well as an experimental-control comparison.

Part 3: A student attitudinal survey, designed by Writing Lab personnel, was taken at the end of the semester.

Evaluation Instruments

Part 1: The rating scale used by the outside objective readers, both of whom are licensed English teachers, is as follows:

1 -- Identified problem not evident in final composition
(identified need met)

2 -- Identified problem erratic in final composition
(identified need improved but not met)

3 -- Identified problem evident in final composition
(identified need not met)

As students' final papers were analyzed, readers concerned themselves only with those items for which students had received assistance in the Writing Lab.

Part 2: The Purdue High School English Test, Forms 1 and 2, with interform reliability of .92 has a lower bound concurrent validity of about .60 and a total test reliability of .94 with 4.0 standard error of measurement. The test measures grammar, punctuation, and effective expression. Norms are given for all parts of the test, both separately and totally, based according to sex and grade.

Part 3: Students completed the attitudinal survey in the composition classroom without signing their names so that they could respond freely.

Use of the evaluation design and the evaluation instruments described above yielded the following results:

It was expected that, as a result of the Writing Lab, 80% of the students enrolled in composition at Central High School would show improvement in one or more identified areas of need. Analytical readings of students' final writings showed that during the first nine weeks 88.78% of the students completing the program showed improvement in one or more identified needs. During the second nine weeks 90.83% of the students showed improvement in one or more identified needs. In addition, 38 students made 250 visits to the Writing Lab for enrichment. Although it was not part of the project's objective, an additional analysis was completed not for total students, but for total needs. For the eighteen weeks, 93.40% of all needs were either met or improved.

In order to prove that such results came about because of the Writing Lab and not because of classroom instruction, pre- and post-test results from Central High School and a control group (Bosse High School) were compared. Students who benefited from the Writing Lab during the first nine weeks showed a significant increase on the post-test, and the increase was significantly higher than that of the control group. During the second nine weeks, the control group did not offer composition to students who were not previously enrolled in

composition, so the comparisons were made between the control group for the first nine weeks and Central High School students enrolled in composition only the second nine weeks. Because of the peculiarities involved in second-nine-weeks enrollment in phase-elective English classes, the basis for comparison is highly questionable. When statistical analysis was completed, however, for students enrolled in composition both nine-weeks periods, results were highly significant. The difference over eighteen weeks is much greater than the difference over nine weeks. This is evident in the fact that in the eighteen-weeks analysis is $p < .01$ but in the nine-weeks analysis $p < .05$. In addition, after nine weeks there was a difference of 2.24 points in the estimated means, adjusted for differences in the pre-test scores. In the eighteen-week analysis, the difference is 6.58 points.

Another way to illustrate the gains represented by Central High School students' scores is to compare percentiles from the pre-test with those from the post-test. At the end of both nine-weeks periods, but especially at the end of the eighteen-weeks period, students showed a strong upward movement in percentile bands.

The student attitudinal survey issued a pleasant surprise. Not only did students show highly significant gains as a result of the Writing Lab experience, but they also enjoyed the experience. In a progressive scale of 1 to 5, with 5 being most positive, the mean response to the survey was 3.5.

Charts on the following pages illustrate the results of the Writing Lab project.

RECORD OF DATA COLLECTION AND ANALYSIS CHART

OBJECTIVE	EVALUATION INSTRUMENTS	DATA COLLECTION			DATA ANALYSIS	
		DATA COLLECTED	WHEN COLLECTED	COLLECTED BY WHOM	HOW ANALYZED	DATA ANALYSIS
Upon completion of project activities, 80% of the composition students at Central High School in grades 10-12 who have received one-on-one instruction	Samples of students' final writings	Readers' evaluations	Readings done Dec. 18 and Jan. 28	Readers	Analytical reading based on specific referrals for lab work.	*
will show improvement in individually identified areas of need.	The Purdue High School English Test, Forms 1 and 2 (pre- and post-tests)	Test scores	Pre-tests: Sept. 4-9 and Nov. 3-5 Post-tests: Oct. 23-27 and Jan. 13-16	Writing Lab personnel	Pre- post-test experimental-control statistical analysis	**
	Student attitudinal survey designed by Writing Lab personnel	Student attitudes toward project	Week of Jan. 13-16	Composition classroom teachers	Question-by-question and total survey means	***

* Percent of students meeting one or more individually identified needs equaled 88.78% the first nine weeks and 90.83% the second nine weeks, with an eighteen-week average of 89.54%.

** There was a significant difference between Central High School students' pre- and post-test means; the second was higher and the probability is less than 5 in 10,000 that a difference this great could have occurred by chance. In addition, there was a significant difference between the Central High School students' mean and the control-group students' mean when the differences between the two groups revealed by the pre-test scores were controlled; the first was higher and the probability is less than 1 in 100 that a difference this large could have occurred by chance.

*** On a scale of 1 to 5, with 5 being the most positive, the total survey mean was 3.5.

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Frequency of Use
of Writing Lab

Frequency of Visits	FIRST NINE WEEKS		SECOND NINE WEEKS	
	Total Students Completing Program	Total Lab Visits	Total Students Completing Program	Total Lab Visits
1	13	13	2	2
2	37	74	4	8
3	109	327	41	123
4	23	92	55	220
5	10	50	17	85
6	4	24	1	6
7	4	28	-	-
8	1	8	-	-
9	3	27	-	-
10	1	10	-	-
Total Students Completing Program	205		120	
Total Visits		653		444
Average Number of Visits per Student		3.2		3.7

INDIVIDUALLY RECOGNIZED
NEEDS MET

Number of Individually Recognized Needs Met	NUMBER OF STUDENTS			PERCENT OF STUDENTS		
	First Nine Weeks	Second Nine Weeks	Total	First Nine Weeks	Second Nine Weeks	Total
0	23	11	34	11.22%	9.17%	10.46%
1	55	22	77	26.83%	18.33%	23.69%
2	52	27	79	25.37%	22.50%	24.31%
3	23	17	40	11.22%	14.17%	12.31%
4	21	17	38	10.24%	14.17%	11.69%
5	8	8	16	3.90%	6.67%	4.92%
6	2	1	3	.98%	.83%	.92%
Enrichment Only	21	17	38	10.24%	14.17%	11.69%
Totals:	205	120	325			
Percent of Students With One or More Needs Met:				88.78%	90.83%	89.54%

SUMMARY OF IDENTIFIED NEEDS
MET, IMPROVED, AND NOT MET
AS DIAGNOSED BY OBJECTIVE ANALYTICAL READING OF FINAL WRITINGS

	FIRST NINE WEEKS		SECOND NINE WEEKS		TOTAL	
	Needs	Percent	Needs	Percent	Needs	Percent
Enrichment Referrals	133		117		250	
Identified Needs Met	366	63.99%	237	59.55%	603	62.16%
Identified Needs Improved	174	30.42%	129	32.41%	303	31.24%
Identified Needs Not Met	32	5.59%	32	8.04%	64	6.60%
Totals	705	100%	515	100%	1220	100%
Less Needs Not Met		- 5.59%		- 8.04%		- 6.60%
Total Needs Met Or Improved		94.41%		91.96%		93.40%

Comparison of Central/Bosse Post-test Scores
First Nine Weeks

	Pre-test	Post-test	
Central	36.99	41.83	t = 11.31, $p < .0005$ *
Bosse	32.10	36.20	t = 7.64, $p < .0005$ **
	t = 5.41 $p < .01$	t = 6.03 $p < .01$	
		F = 6.249 $p < .05$ ***	

* Pre-test/Post-test Comparison, Central High School Students (n = 205)

Pre-test mean = 36.99; post-test mean = 41.83; average gain = 4.84
t = 11.31; reject null hypothesis of equal means, $p < .0005$

There was a significant difference between the pre- and post-test means; the second was higher and the probability is less than 5 in 10,000 that this could have occurred by chance.

** Pre-test/Post-test Comparison, Bosse High School Students (n = 133)

Pre-test mean = 32.10; post-test mean = 36.20; average gain = 4.10
t = 7.64; reject null nypothesis of equal means, $p < .0005$

There was a significant difference between the pre- and post-test means; the second was higher and the probability is less than 5 in 10,000 that this could have occurred by chance.

*** Central/Bosse Comparison, Post-test Scores Adjusted for Differences in Pre-test Scores

Estimate of Central adjusted mean = 40.82
Estimate of Bosse adjusted mean = 38.58
$F = 6.249$; reject null hypothesis of equal means, $p < .05$

There was a significant difference between the Central High School students' and the Bosse High School students' means when the differences between the two groups revealed by the pre-test scores were controlled; the first was higher and the probability is less than 5 in 100 that this could have occurred by chance.

Comparison of Central/Bosse Post-test Scores
Eighteen Weeks

	Pre-test	Post-test		
Central	40.91	48.11	t = 10.61, $p < .0005$	*
Bosse	34.75	36.92	t = 2.43, $p < .01$	**
	t = 3.92 $p < .001$	t = 6.99 $p < .001$		
		F = 36.43 $p < .01$		***

* Pre-test/Post-test Comparison, Central High School Students Enrolled Eighteen Weeks (n = 66)

Pre-test mean = 40.91; post-test mean = 48.11; average gain = 7.20
t = 10.61; reject null hypothesis of equal means, $p < .0005$.

There was a significant difference between the pre- and post-test means; the second was higher and the probability is less than 5 in 10,000 that a difference this great could have occurred by chance.

** Pre-test/Post-test Comparison, Bosse High School Students Enrolled Eighteen Weeks (n = 48)

Pre-test mean = 34.75; post-test mean = 36.92; average gain = 2.17
t = 2.43; reject null hypothesis of equal means, $p < .01$.

There was a significant difference between the pre- and post-test means; the second was higher and the probability is less than 1 in 100 that a difference this great could have occurred by chance.

*** Central/Bosse Comparison, Post-test Scores Adjusted for Differences in Pre-test Scores

Estimate of Central adjusted mean = 46.17
Estimate of Bosse adjusted mean = 39.59
F = 36.43; reject null hypothesis of equal means, $p < .01$

There was a significant difference between the Central High School students' mean and the Bosse High School students' mean when differences between the two groups revealed by the pre-test scores were controlled; the first was higher and the probability is less than 1 in 100 that a difference this large could have occurred by chance.

COMPARISON OF PRE-TEST AND POST-TEST SCORES
BY PERCENTILE

STUDENTS ENROLLED
FIRST NINE WEEKS

Percentile Band	Percent of Students Pre-test	Percent of Students Post-test
90-99	3.92	6.86
80-89	5.88	8.33
70-79	8.82	12.25
60-69	9.80	8.33
50-59	7.84	11.27
40-49	13.24	8.33
30-39	8.33	9.31
20-29	9.80	8.33
10-19	13.24	14.71
0-9	19.12	12.25

STUDENTS ENROLLED
SECOND NINE WEEKS

Percentile Band	Percent of Students Pre-test	Percent of Students Post-test
90-99	9.17	10.00
80-89	10.83	10.00
70-79	14.17	12.50
60-69	6.67	14.17
50-59	15.83	10.00
40-49	8.33	9.17
30-39	5.00	7.50
20-29	7.50	9.17
10-19	10.83	8.33
0-9	11.67	9.17

STUDENTS ENROLLED
BOTH NINE WEEKS

Percentile Band	Percent of Students Pre-test	Percent of Students Post-test
90-99	8.11	13.51
80-89	5.41	13.51
70-79	9.46	16.22
60-69	13.51	17.57
50-59	16.22	12.16
40-49	21.62	10.81
30-39	8.11	5.41
20-29	8.11	6.76
10-19	5.41	2.70
0-9	4.05	1.35

Writing Lab Survey

Please rate each statement listed below according to your personal evaluation of the Writing Lab. Please indicate your rating of each item by placing a check mark in the appropriate box.

1. How much do you enjoy working in the Writing Lab?
   1 very little 2 little 3 some 4 much 5 very much
2. How often did you feel the problems you worked on in the Writing Lab were real problems for you?
   1 never 2 seldom 3 sometimes 4 usually 5 always
3. How much help did you get from the assignments given to you in the Writing Lab?
   1 very little 2 little 3 some 4 much 5 very much
4. How did you like the variety of materials available in the Writing Lab?
   1 dislike very much 2 dislike 3 like 4 like much 5 like very much
5. Did your use of equipment like tape players, headphones, and projectors aid you or hinder you in learning?
   1 hindered much 2 hindered some 3 made no difference 4 aided some 5 aided much
6. To what extent did the Writing Lab instructors give you help or attention when you needed it?
   1 very little 2 little 3 some 4 much 5 very much
7. How many times did you visit the Writing Lab?
   1 one time 2 two times 3 three times 4 four times 5 five or more times
8. How would you rate your number of visits to the Writing Lab in relationship to your needs?
   1 very poor 2 poor 3 fair 4 good 5 excellent
9. How much did your classroom teacher help you understand the possible benefits of the Writing Lab?
   1 very little 2 little 3 some 4 much 5 very much
10. To what extent do you think your classroom teacher considered the Writing Lab important in helping you solve your writing problems?
    1 very little 2 little 3 some 4 much 5 very much
11. How would you rate the information you received about your work in the Writing Lab?
    1 very poor 2 poor 3 fair 4 good 5 excellent
12. How much do you feel you learned in the Writing Lab?
    1 very little 2 little 3 some 4 much 5 very much
13. When you returned to the classroom to write, how well were you able to use what you learned in the Writing Lab?
    1 very little 2 little 3 some 4 much 5 very much
14. How has your work in the Writing Lab affected your attitude toward composition classes?
    1 like much less 2 like less 3 like same 4 like more 5 like much more

RESULTS OF STUDENT ATTITUDINAL SURVEY

Question	RESPONSES 1	2	3	4	5	Total Responses	Total Values	Mean Responses
1	12	21	58	29	20	140	444	3.17
2	4	15	53	59	10	141	479	3.40
3	9	16	55	41	17	138	455	3.30
4	4	12	64	36	25	141	489	3.47
5	3	14	25	61	37	140	535	3.82
6	3	5	27	47	56	138	562	4.07
7	2	7	34	60	38	141	548	3.89
8	1	5	41	80	13	140	519	3.71
9	11	15	51	46	16	139	458	3.29
10	8	10	30	54	39	141	529	3.75
11	7	13	48	53	19	140	484	3.46
12	8	15	57	46	14	140	463	3.31
13	11	16	54	50	10	141	455	3.23
14	7	6	87	33	8	141	452	3.21
Total Responses	90	170	684	695	322	1961		
Total Values	90	340	2052	2780	1610		6872	
Survey Mean								3.50

CONCLUSIONS

Evidence is overwhelming, then, that the Writing Lab significantly improves student writing. No only did roughly 90% of all students visiting the Writing Lab meet or improve upon one or more needs, but they also had a positive attitude about their work in the Writing Lab.

Writing Labs at the high school level are gaining more and more attention as high school personnel learn to adapt for their own purposes what has been a successful program in many colleges and universities. As I wrote in Tutoring Writing: A Sourcebook for Writing Labs (Scott, Foresman), "High school writing labs are not panaceas. They do not eliminate suspensions; they are not answers to discipline problems; they will not eradicate failures; they cannot substitute for sound, thorough teaching. They can, however, provide help. They can help the remedial student with his specific writing problems; they can help the average student with reinforcement in areas of self-perceived needs; and they can help the superior student with his higher aspirations. In addition, they can provide alternatives for the composition teacher, for the one who needs to do small group instruction; for the one who recognizes the invaluable benefits of individual conferencing with students about their compositions; and for the one who has a wide-ability range in his class and needs to offer ability-grouped instruction. In each case, the lab provides meaningful individualized or small-group instructional opportunities to the rest of that teacher's class."